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ABSTRACT

The purpose of this checklist is to direct the attention of teachers, administrators, and supervisors to the essential features of reading programs. Questions are provided to direct attention to numerous features related to the following aspects of reading programs: (1) program authorship: (2) program philosophy: (3) readability of materials: (4) content of materials: (5) the way the program provides for development in such areas as phonemic and structural analysis, vocabulary, comprehension, creativity, literary understanding and appreciation, language growth, study skills, and acquisition of knowledge and information: (6) student evaluation measures: (7) teachers' editions: and (8) teaching aids (skills workbooks). (GT)

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CRITERIA FOR EVALUATING A READING PROGRAM

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The purpose of this checklist is to provide a guide to the considerations and concerns in evaluating a modern reading program.

It will serve its purpose most effectively if it directs the attention of teachers, administrators, and supervisors to the essential features of a program, which combined, determine its instructional value.

SUGGESTED RATING PROCEDURES: 0 - 4 scale

After each question is studied record your judgment in the space provided as:

4	Outstanding
3	Excellent
2	Good
1	Fair
0	Unsatisfactory

	Series A	Series B
AUTHORSHIP		
Does the combination of Authorship and Consultants include:		
A. experts whose interests range from basic research to practical classroom techniques in teaching reading?		
B. experienced writers who understand the interests and moods of today's youth?		
C. a specialist in the application of linguistics to education?		
D. a specialist in creativity development?		
E. a specialist in testing and evaluation?		
F. experts in total language arts development?		
PHILOSOPHY		
Does the program include:		
A. a systematic and sequential plan for the development of all aspects of reading?		
1. decoding		
2. comprehension		
3. critical evaluation of the message		
4. reaction and application		
5. study skills		
B. the development of an appreciation and understanding of good literature?		
C. the application of linguistic knowledge to reading instruction?		
D. the development of an understanding and an appreciation of the pluralistic nature of American society?		
E. provision for the individual pupil and his/her interests, attitudes, abilities, and needs?		
F. a bridge to independent reading by fostering understanding and enjoyment of a variety of reading content?		

	Series A	Series B
READABILITY		
VOCABULARY:		
A. Is the vocabulary development consistent with the child's natural use of the language?		
B. Is the vocabulary development consistent with the development of decoding skills?		
C. Does the vocabulary development permit the child to use his decoding skills?		
D. Are words introduced to facilitate story comprehension and enrich the child's vocabulary?		
E. Does the vocabulary development permit the use of appealing content?		
F. Is word meaning developed at all levels?		
OTHER FACTORS:		
A. Are sentence patterns consistent with the child's oral language?		
B. Are sentence and program length appropriate for the level of the program?		
C. Is the function of intonation introduced to the students?		
D. Are familiar words and concepts used in different sentence settings so children become more aware that familiar words may be used in various ways and with various meanings?		
CONTENT		
A. Is there a good balance of reading content?		
1. between modern writing and the traditional literature?		
2. between realistic and fanciful selections?		
3. between information selections and fiction?		
4. representing a variety of environments and backgrounds?		

	Series A	Series B
B. Are the selections well written, lively, and appealing to today's youth?		
C. Does the content include long selections to encourage children to library use?		
D. Is there a wide selection of poetry?		
E. Do the selections lend themselves to creativity development?		

THE TEACHING OF READING

Does the program effectively develop:

A. Decoding instruction in both phonemic and structural analysis?		
1. Is the reinforcement of these skills carefully sequenced so that the child is not expected to use a new skill independently until its application has been sufficiently practiced?		
2. Is there sufficient development of sound-symbol correspondences in the initial level of the program?		
3. Is sufficient time allowed for practice and mastery of decoding skill before another is introduced?		
4. Is the readiness to seek a decoding solution by diverse routes encouraged (that is, when one approach does not offer a solution, does the child then try another)?		
5. Is the use of decoding skills for greater independence encouraged?		
6. Is syllabication taught as an aid to decoding?		
B. A strong vocabulary strand?		
1. Are meaning clues, including context, used as a technique of vocabulary development?		
2. Are diverse vocabulary development activities included?		
3. Is the vocabulary reinforced through discussions, writing and repetition?		

	Series A	Series B
C. A broad interpretation of comprehension?		
1. Careful development of both literal and inferential comprehension skills?		
2. Application of comprehension skills, through discussions, writing and continued reinforcement?		
D. Creativity?		
1. Does the program use a variety of means to develop creativity?		
2. Are specific activities for developing creativity included?		
3. Is creativity treated as a functional aspect of other activities within the program?		
E. Literary understanding and appreciation?		
1. Is there evidence of a more direct approach to literary understanding and appreciation?		
2. Are children led to develop generalizations about various literary forms and the author's craft?		
3. Are there activities to develop literary understandings and appreciation? In sufficient variety?		
F. Language growth?		
1. Are there activities which center directly on the understanding of language?		
2. Do the activities include the application of language understandings in reading, writing, listening, and speaking?		
G. Study skills?		
1. Are the skills of locating and organizing information and use of visual and representational materials introduced in early levels?		
2. Is information content provided for the development of certain study skills?		

	Series A	Series B
3. Are the study skills activities clearly identified?		
4. Are the activities for the development of study skills sufficient? Sufficiently varied?		
H. Acquisition of knowledge and information?		
1. Is factual and informational material introduced in early levels of the program?		
2. Are techniques of gaining information from factual materials emphasized?		
3. Are there specific and clearly labeled activities to assist the child in developing the techniques of gaining information and knowledge?		
Does the program provide for the individual:		
A. through a variety of purposeful activities?		
B. through specific suggestions to the teacher?		
C. through activities and tests for diagnosis and evaluation?		
D. including the needs of both the slow learner and the superior reader?		
Does the program provide for continuous growth in reading?		
Is the program established in levels?		
Can the program be used in a variety of organizational patterns?		
EVALUATION		
Does the program provide:		
A. An Initial Screening Test to assist in determining placement of students in primary materials?		
B. Specific evaluation activities at the end of units?		

	Series A	Series B
1. in pupils books?		
2. in skills books?		
3. in Teachers' editions?		
C. Tests for each level of the program?		
1. Are the tests diagnostic?		
2. Do the tests measure continuity of growth from level to level?		
3. Do the tests help to appraise growth in the several aspects of the reading process?		
D. An Informal Reading Inventory to assist teachers in assessing a pupil's behavior on materials she/he has used or will use in learning to read?		

TEACHERS' EDITIONS

A. Do the Teachers' Editions conbine reproductions of the pupil's pages and lesson plans?		
B. Are the Teachers' Editions convenient to handle, clear in format, and effective guides to the instructional program?		
C. Do they provide optional, as well as specific, instructional procedures?		
D. Do the Teachers' Editions present:		
1. an overview of the complete program?		
2. an overview of each level?		
3. a consistent lesson plan for each selection?		
E. Does the lesson plan include:		
1. a clear statement of specific objectives?		
2. a list of new and review vocabulary?		
3. activities to develop reading skills:		

	Series A	Series B
a. decoding?		
b. comprehension?		
c. vocabulary?		
d. language development?		
e. literary understanding?		
f. study skills?		
g. creativity?		
4. supplementary books and films for each lesson?		
F. Are the Teachers' Editions practical - do they include:		
1. an index of skills?		
2. cumulative vocabulary?		
3. evaluation procedures?		
4. provision for personal notes?		
5. sources for related materials?		

TEACHING AIDS

Skills Handbooks:

A. Does the program include workbooks or similar materials designed to strengthen and enrich skills development?		
B. Is there a Teachers' Edition of the workbook?		
C. Do the workbooks really extend and enrich the text, with a variety of new approaches and context, or do they merely review and reinforce?		
D. Does the content provide for the development of a broad range of skills, not just decoding, including:		
1. creative thinking?		
2. critical thinking?		

	Series A	Series B
3. study skills?		
4. literal and inferential comprehension?		
5. language development?		
6. vocabulary growth?		
7. a variety of possible responses?		
E. Do they provide for periodic evaluation?		

COMMENTS: _____

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